



A STUDY OF TEACHERS ATTITUDE TOWARDS TEACHING PROFESSION

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ABSTRACT

The Present Study was focused on study of teachers' attitude towards teaching profession. The teachers are artists at recognizing, encouraging, and developing the normal desires of children to understand and make intelligent use of things that appear to concern them. Teachers' attitudes directly affect students' attitudes in turn, influenced by their culture and belief system. The subject of the research concerns the attitude of teachers' towards teaching profession. This study was conducted on 40 teachers. The teacher attitude inventory (TAI) developed by S.P. Ahluwalia (1971) is used which covers all the major factors of the attitude of teachers in Indian schools. The study concluded that there is no significant difference in the attitude of Government and Private school teachers.

KEY WORDS: Attitude, Teachers, Teaching profession.

INTRODUCTION:

Through education we attempt to develop the personality of an individual and then prepare him for membership in a society. Education is the modification of behaviour of an individual for a healthy social adjustment in the society. The teacher plays a vital role in spreading education and building up a healthy society. The teacher plays an important role in the cognitive, social, intellectual and emotional development of children.

The teachers are artists at recognizing, encouraging, and developing the normal desires of children to understand and make intelligent use of things that appear to concern them. Teachers' attitudes directly affect students' attitudes in turn, influenced by their culture and belief system. Teachers' attitudes towards their students in school must be favourable enough to carry students along. People's attitudes towards their profession have an effect on their performance. This case is also valid for the profession of teaching. Teaching is a profession that plays an important role in the country's development. Teaching involves transmission of knowledge from one generation to another generation. The importance of teacher attitude in the meaningful education at all levels is reflected in the National Policy on Education (2004) as it declares that no educational system may rise above the quality of its teachers.

Studies have pointed out that teachers' negative personal and professional behaviour and poor social image of the teacher and teaching profession are serious factors responsible for teacher's low status. Some of the determinants which affect the attitude of teacher are that marital status, experience, academic qualification and relationship with superior officers.

The teachers are the pillars of society for they educate and mould the future citizens of a country. For being a good teacher one not only needs to be wise but also be patient and understanding. Teachers not only augment a student's intellect but also contribute to the well-rounded development of his or her personality. Teacher's place in the society is of vital importance. The quality of nation depends on the quality of its citizens; quality of its citizens depends more than any other features on the quality of their education. The quality of their education depends to a great extent upon the quality of their teachers. Dr. Radhakrishnan, our former president and the chairman of the university education commission (1949) rightly observed. The teacher's place in the society is of vital importance. Teachers are therefore regarded as the custodian of the present as well as future. They prepare the citizens to shape destiny of the country. They are therefore called the architects of the society and the makers of mankind. They are actually the backbone of educational system.

It is a basic that teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. Such a criterion needs not only the knowledge, understanding and skills of the teacher, but also his attitude towards teaching. No teaching can be considered truly effective if its results are not durable or quickly vanish, however, impressive its immediate results, or effects. The effect of teaching must influence the pupil's behavior, his personality, his values and attitudes.

A positive attitude is key to maintaining a positive classroom environment. If the teacher has a positive attitude all the students will be successful in the class. If the teachers have a positive attitude there are no losers in his/her classroom despite what he/she might have heard. Students will live up to the expectations of such teacher. The teacher's positive attitude does cause a chain reaction of positive

thoughts, events and outcomes. A teacher's positive attitude is a catalyst and it sparks extraordinary results. A positive attitude is a great asset in life. The primary function of teachers is to motivate the learners who are not motivated and to nurture those who are already well motivated to the task of learning. According to Eggen and Kauchak (2001) Positive teachers' attitude are fundamental to effective teaching. Thus, teachers' attitude towards teaching is an essential component that effect the teaching learning process.

REVIEW OF RELATED LITERATURE:

- P. Mohan Raju, R.C. Srivastava, (1994) investigated the "Factors contributing to commitment to the teaching profession". The study aimed at measuring the commitment of teachers to their profession in terms of effect, goals and values of the profession. The sample consisted of 454 senior secondary school teachers of Delhi. The results revealed that perceived characteristics of profession, work related personality and desire to improve one's own skills were contributing in that order.
- Sudarsan S. (2001) studies "Attitude of teachers towards team teaching at primary level". The objectives of the study were to (i) to elicit the views of teachers for the effective implementation of team teaching at primary level, (ii) to study the effect of variable such as sex, nature of school, teaching experience, and the educational qualification of the teachers on their attitude towards team teaching. Sample of 100 teachers was taken through probability sampling. Findings revealed that there is significant difference in the mean attitude scores of male and female teachers towards team teaching at upper primary level. (ii) There is significant difference in the mean attitude scores of the teachers with below 10 and 10 plus years of teaching experience towards team teaching.
- Mhanty, A. and Mishra, M. (2002) studies "Professional attitude and adjustment of traditional and progressive student teachers". The objectives were to assess the professional attitudes and adjustment of traditional and progressive student teachers. A random sample of 126 male & female student teachers was selected from two colleges of Madhya Pradesh to identify and compare traditional & progressive male & female student teachers through teacher attitude inventory (TAI), teacher adjustment inventory & teacher traditionalism- progressive inventory (TTPI). Results showed that (i) a significant difference was observed between traditional male & progressive student teachers with regard to their overall professional attitude, (ii) no significant difference was observed between traditional and progressive female teachers.
- Natesan, N. and Khaja Rahamathulla, S.K. (2003) investigated about the "Teaching profession perception, teaching aptitude and personality factors of secondary grade teachers". The objective of the study was to investigate the differences in teaching profession, perception, teaching aptitude and personality factors of secondary grade teachers. The sample consisted of 200 males and 200 females of different elementary schools. Tools used were teaching profession perception scale, teaching aptitude scale and Cattell's 16 PF questionnaires. Findings revealed that (i) there was no significant difference in teaching profession perception & all areas of teaching aptitude except interest & scholarly taste, fair-mindedness and impartiality & (ii) there is no significant difference between the assistants & headmasters in all the personality factors.

- Smart, R. (2003) conducted "A study of professional commitment of primary school teachers in relation to working conditions and selected personal factors". The objective of the study were (i) To investigate the relationship between working conditions, selected personal factors and professional commitment of primary school teachers, (ii) To investigate the relationship between predictor variables such as working conditions and selected personal factors and the criterion variable. Sample consisted of 100 primary school teachers of govt. & pvt. Schools. Tools used were professional commitment scale, questionnaire. Statistical techniques like correlation & multiple regressions have been used. Findings revealed that (i) gender, working conditions, salary & qualification were significant predictors of professional commitment, (ii) working conditions emerged as the most important predictor of professional commitment.
- P. singh Kanwar jaspinder (2004) investigated "A comparative study of values and attitudes of school and college teachers towards teaching profession". The study aimed to know whether the values and attitudes towards teaching profession of the teachers are correlated with each other. Teacher attitude inventory by R.K. Ojha & S.P. Ahluwalia is used on the sample of 480 teachers. Study revealed that no significant difference was found in the attitudes & values of college & school teachers.
- Surinder Kumar Dhammi (2009) conducted "A study of Attitude of Elementary School Teachers of Punjab in Relation to Sex, Location, Teaching Experience and Qualification". The aim is to study the attitude of elementary school teachers of & also the behavior of student for this study. The teacher attitude inventory by S.P. Ahluwalia was administered to 60 elementary school teacher belongs to Patiala district the finding of the present study was that the sex, rural-urban, teaching experience, and qualification of the teachers influence the attitude of teachers towards their teaching profession.
- Qylum akkus ispir, Turkey (2010) conducted a study on the "Teachers Burnouts Levels and Their Attitude towards Teaching Profession". The objectives of the study are to find out teachers' attitudes towards teaching profession and to identify their burnout level. Besides it was aimed to find out the relationship between the burnout level of teachers and their attitude towards teaching profession. The sample consists of 308 teachers. Two instruments namely Maslach burnout inventory & attitude scale towards teaching were used. Results revealed that teachers have low level of burnout and their attitude towards teaching profession was found high. Significant correlation was found between burnout level and attitudes of the teachers.
- Barbara Larrivee, Ed. D. (2011) "A study of the variables affecting teacher attitude". An attitude scale was constructed & used to investigate the effect of selected institutional variables on the attitude of the regular-classroom teacher toward special-needs children. The scale was administered to a sample of nearly 1,000 public school teachers in the 6 New England states. Results indicated that of the 7 variables considered, the regular-classroom teacher's perception in dealing with special-needs students had the most significant relationship to teacher attitude.

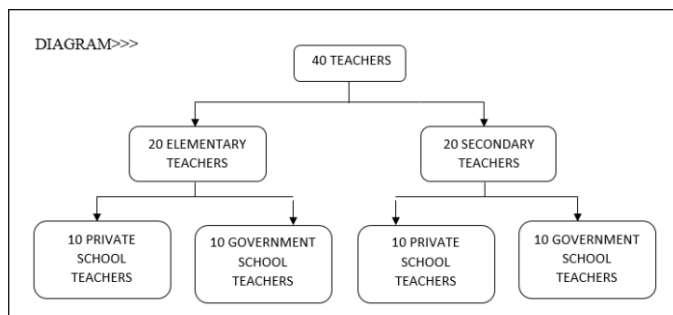
Research Design:

Research design is a mapping strategy which is based on sampling technique. It essentially includes population, sampling, research strategy, tool techniques for collecting the evidences, analysis the data and reporting the findings. Thus, research design is the statement of the object of the inquiry and how a satisfactory culmination to be effected. A researcher design is the work before getting the project underway.

Population and Sample:

The population refers to, the entire mass of observations, which is the parent group from which a sample is to be formed. Secondary school teachers constituted as the population for the purpose of the present study. The study was confined to secondary school teachers of government and private schools.

A sample is a representative of population selected for observation and analyzed by observing the characteristics of the sample, one can make certain references about the population from which sample is drawn. The sample of present study will be consisting of elementary and secondary school teachers (class 6-8) in the school of Faridabad. Present study is conducted in 4 schools on 40 teachers.



Title:

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OBJECTIVES OF THE STUDY

The main objectives of the study are the followings:-

- 1) To study teacher attitude towards teaching.
- 2) To study the attitude of government and private school teachers.

HYPOTHESES OF THE STUDY:

1. There is no significant difference in the attitude of elementary and secondary teachers.
2. There is no significant difference in the attitude of government and private school teachers.

Tool used:

The teacher attitude inventory (TAI) developed by S.P. Ahluwalia (1971) is used which covers all the major factors of the attitude of teachers in Indian schools

Description of the tool:

The teacher attitude inventory (TAI) developed by S.P. Ahluwalia (1971) is used to gather the information consist of 90 items distributed over six sub scale or dimensions on the lives of likert submitted rating procedure. Each subscale has 15 statement related to the particular aspect of the professional attitude of the teachers. The responses were measured on five point scale. The six aspects dealt within the inventory are, attitude towards:

- Teaching profession
- classroom teaching
- child-centered practice
- educational process
- pupils
- teachers

Keeping the rationale of attitude scale construction in mind 90 psychometrically "good" attitude statements, 15 on each sub-scale were selected to constitute the final form of the TAI. Out of 90 items 56 are in positive declarative form and 34 of them are in negative form. Again 43 items are meant to assess attitude in favorable direction and 46 in unfavorable direction. Thus the favorable-unfavorable continuum adequately measures the aforesaid six selected areas. The following table shows the total number of favorable and unfavorable items and their distribution in each sub-scale.

SUB-SCALE	CONDITIONS	ITEM SERIAL NUMBERS	TOTAL NO. OF ITEMS	
I	F	1,8, 20, 33,41,66, 85	7	15
	UF	13, 34, 46, 48, 60, 72, 79, 86	8	
II	F	2, 9, 14,17,42,47, 53,67	8	15
	UF	35,38, 59,61,65, 73, 84	7	
III	F	3, 11, 16,21,27, 39, 49, 62, 64,80	10	15
	UF	25, 54, 75, 83, 90	5	
IV	F	15, 28, 36, 43,50,55,71,87	8	15
	UF	4, 7, 10, 32, 63, 74, 76	7	
V	F	5,44,81,82, 89	5	15
	UF	18, 22,29,31,37,51, 56,58,70,77	10	
VI	F	6, 23, 40, 52, 88	5	15
	UF	12, 19, 24, 26,30, 45, 57,68,69,78	10	
		TOTAL	90	

Validity:

Content of validity of the scale was ensured by the judges who carefully rated each item. The validity of the scale was also determined by the self-rating, subject on a graphic continuum of the scale. It is 0.78.

Reliability:

Reliability was determined by the split half method and was found to be 0.79 (corrected to 0.88) for the sample of 239 prospective teachers. The test-retest reliability coefficients after the interval of 3 months and 9 months are found to be 0.59 (n=102) and 0.64 (n=290).

Techniques:

The scores obtained from test are used for the present study and for statistical treatment of the data.

- Mean
- Standard Deviation
- T-Test

Analysis and Interpretation

The present study was made to study teacher's attitude towards teaching profession and its effect on the achievement of students. The data was analyzed to find out the following:

1. To study in teacher attitude towards teaching.
2. To study the attitude of government and private school teachers.

On the basis of above said objectives, the investigator has done the analysis and interpretation in the following manner.

Table 1: Attitude of Elementary Teachers towards Teaching Profession

N	Sum of Observation	Mean	Standard Deviation
20	626	31.30	5.26

The above table shows that mean score of the attitude of Elementary Teachers towards teaching profession is 31.30 and the standard deviation is 5.26.

Table 2: Attitude of Secondary Teachers towards Teaching Profession

N	Sum of Observation	Mean	Standard Deviation
20	619	30.95	3.78

The above table shows that mean score of the attitude of Secondary Teachers towards teaching profession is 30.95 and the standard deviation is 3.78.

Table 3: Attitude of Government Teachers towards Teaching Profession

N	Sum of Observation	Mean	Standard Deviation
20	827	41.35	5.26

The above table shows that mean score of the attitude of Government Teachers towards teaching profession is 41.35 and the standard deviation is 5.26.

Table 4: Attitude of Private Teachers towards Teaching Profession

N	Sum of Observation	Mean	Standard Deviation
20	842	42.10	4.84

The above table shows that mean score of the attitude of Private Teachers towards teaching profession is 42.10 and the standard deviation is 4.84.

Table 5: Comparison of attitude of Elementary and Secondary Teachers towards Teaching Profession

Level of Teachers	N	Mean	Standard Deviation	T-value	Result
Elementary	20	31.30	5.26	0.24	Not Significant
Secondary	20	30.95	3.78		

Hypothesis 1: There is no significant difference in the attitude of elementary and secondary school teachers.

The above table shows that there is no significant difference in the mean score of attitude of elementary and secondary school teachers. The T-Value is 0.24 which is not significant at both the levels (0.05 and 0.01). Therefore hypothesis 1 is accepted.

Table 6: Comparison of attitude of Government and Private Teachers towards Teaching Profession

Level of Teachers	N	Mean	Standard Deviation	T-value	Result
Government	20	41.35	5.26	0.65	Not Significant
Private	20	42.10	4.34		

Hypothesis 2: There is no significant difference in the attitude of Government and Private school teachers.

The above table shows that there is no significant difference in the mean score of attitude of elementary and secondary school teachers. The T-Value is 0.65 which is not significant at both the levels (0.05 and 0.01). Therefore hypothesis 2 is accepted.

FINDINGS OF THE STUDY:

In the light of the interpretation of the results as already discussed the following

findings are given:

1. The mean score of attitude of Elementary school teachers is 31.30 and standard deviation is 5.26.
2. The mean score of attitude of Secondary school teachers is 30.95 and standard deviation is 3.78.
3. The mean score of attitude of Government school teachers is 41.35 and standard deviation is 5.26.
4. The mean score of attitude of Private school teachers is 42.10 and standard deviation is 4.84.

SUGGESTIONS FOR FURTHER STUDIES:

It was thought to properly lay down all these points as part of this research report so that further researchers in this area may be benefited. Some suggestions are given below:

1. A similar study can be undertaken on a larger sample.
2. The same study can be conducted on the larger area or area other than Faridabad.
3. A research project can be undertaken to study the attitude of male or female teachers towards teaching profession.
4. A research project can be undertaken to study male or female students.
5. The same study can be conducted on the attitude of teachers at university level.
6. A similar study can be undertaken at primary level.
7. The same type of study can be conducted on different profession like Engineering, Medical and Law.
8. Similar studies may be taking other variables like teacher effectiveness teaching competency, teacher commitment and other personality variables.

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